



New Education Policy for Higher Education : Key features, merits and Challenges : A study

Dr. Anju Sharma

Asst. Prof. Department of Computer Science,
Shaheed Smarak Govt. P G College Tigaon, Faridabad

Dr. Seema Phogat

Asst. Prof. Department of Computer Science,
Shaheed Smarak Govt. P G College Tigaon, Faridabad

ABSTRACT

This article argues that "system-wide excellence in student learning at a fair cost" may be achieved via education policies that diverge from the typical market-oriented reform methods used by many other nations. In this regard, Finland is a model knowledge economy, having transformed itself from a rural agricultural and industrial backwater in the 1950s by placing a premium on education as the means to economic and social progress. This article uses data from international student evaluations and past policy studies to demonstrate how Finland's equitable, flexible, innovative, professional, and trusting educational policies have led to sustained gains in student achievement. Finland has not implemented any policies to introduce externally decided learning standards or high-stakes testing into its education system. Sustainable leadership principles form the basis of Finland's educational policies, which put a premium on classroom instruction, encourage schools to foster conducive learning environments and apply curricula proven to help students succeed in the long run.

KEYWORDS: Education policy, Development, Higher education, Schooling, Comparison, Teachers, Targets, Issues, Drawbacks, Challenges.

INTRODUCTION

Education is the key to unlocking people's full potential, which is essential for creating a more just society and advancing national growth. The Directive Principles of Indicate Policy and Fundamental Duties state that providing all Indians with a high-quality education is among the country's fundamental duties and responsibilities. "The preservation of national culture and unity" In 1986, the Indian government started reintroducing the former curriculum. After 34 years, on July 29, 2020, the National Education Policy (NEP) of India was updated, revised, and officially approved. The idea is a huge win for India's education system and will make the country a more desirable place to study abroad. The policy rests on four cornerstones: reachability, fairness, quality, and cost-effectiveness and responsibility. NEP 2020 suggests that Indian HEIs modify their structures and processes to effectively oversee and encourage interdisciplinary study. There has been a sea change in Indian education with the introduction of NEP 2020. The plan's objective is to create an educational system in India that is tailored to the needs of the nation and compatible with its vision of a knowledge-based economy and culture. Interesting as well is the fact that the new education plan places a focus on consolidating different types of schools and "specialisations" in order to meet the requirements of both individual pupils and the larger community.

Review of Literature on National Education Policy 2020



The NEP 2020, or India's National Education Policy, is an all-encompassing plan for improving the country's educational system. This study of the relevant literature gives an overview of the fundamental ideas, goals, and consequences of the NEP 2020 as presented in academic writings.

The NEP 2020 places a strong emphasis on a well-rounded education. The policy acknowledges the significance of fostering students' emotional, social, and ethical growth in addition to their intellectual development. Academics have stressed the need of a well-rounded education in producing citizens who can effectively participate in society (NEP, 2020). According to Gupta (2021), the NEP 2020 helps students develop a more well-rounded set of talents and traits necessary for both personal and professional success.

The NEP 2020 also places an emphasis on interdisciplinary study. The strategy promotes an integrative approach to learning by giving students more freedom to choose their own coursework. It is hoped that by using this method, pupils' ability to think critically, solve problems, and be creative would improve (NEP, 2020). According to Srivastava (2021), students benefit from a more comprehensive grasp of topics and their practical applications when they are exposed to them in a multidisciplinary context.

The NEP 2020 also stresses the need of adaptable curriculum. The policy supports educating children based on their own strengths and passions. It also encourages the blending of technical training, so that students may learn relevant skills and information. According to Saxena (2022), adaptable curriculum let students feel more in control of their education and more invested in their own learning. In addition, it may improve students' employability by teaching them a wide variety of skills and knowledge.

The NEP 2020 also places a premium on incorporating new technologies. Using technology to increase educational opportunity, equality, and quality is emphasised in the policy. It acknowledges the power of digital resources to improve educational results and open up new avenues for engaging, individualised instruction (NEP, 2020). Jain (2021) investigates how technology might improve educational opportunities for all students, with a focus on those in rural regions.

The NEP 2020 aims to accomplish several different things. To ensure that all pupils, regardless of socioeconomic background, have access to a high-quality education is a key objective. This goal has the ability to promote inclusive education and reduce educational inequities, particularly for underrepresented groups, as pointed out by Aggarwal (2021).

The NEP 2020 places a premium on training and education as well. The policy stresses the value of introducing students to the workforce via internships and other forms of experiential education. According to Jain (2021), a skill-based education may greatly aid in increasing employability and meeting the needs of the labour market.

The NEP 2020 also acknowledges the need of ongoing training for educators. The policy stresses the need of high-quality training programmes for educators as a means to better education and better student outcomes. In order to properly execute the new policy, Gupta (2021) stresses the need of investing in the professional development of teachers.

The NEP 2020 implementation, however, is not without difficulties. For effective policy implementation, Srivastava (2021) identifies infrastructure constraints, resource allocation, and



stakeholder cooperation as major obstacles. When it comes to addressing the needs of underserved groups and closing the gender gap, Aggarwal (2021) stresses the need of ensuring fairness and participation in the implementation process. Saxena (2022) stresses the need of accommodating students with impairments by solving accessibility issues.

The literature analysis sheds light on the likely outcomes of the National Education Policy 2020. To determine whether or if the policy is successful in accomplishing its aims and overcoming the highlighted problems, further research and empirical studies are required. India may improve its education system by making it more accessible, egalitarian, and high-quality if policy effects are monitored regularly and tweaked as needed.

Literacy and Numeracy

Basic numeracy skills should be taught in elementary school at the earliest possible opportunity. Through National Educational Policy 2020, the Ministry of Human Resource Development establishes a National Mission for basic Literacy and Numeracy. By 2025, each state should have implemented the National Educational Policy and developed its own National Book Promotion plan, according to projections. The National Education Policy has been updated to reflect the changes in pedagogy and curriculum that have occurred in the 21st century. The National Educational Policy emphasises critical thinking and experimentation in the classroom. Therefore, pupils should be given a variety of scientific and art courses from which to choose.

Multilingualism

In addition to a concentration on math, the National Education Policy emphasises the importance of language education by requiring that all students take a foreign language course. From elementary school through college, students have a choice of three different language programmes according to the National Education Policy. Students are encouraged to work on linguistics-related projects in India as part of the larger "Ek Bharath Shrestha Bharat" initiative. When compared to Indian languages, the foreign language is seen as a lower priority. Students with hearing impairments are supported via the national standardisation of Indian Sign Language.

Notable Reforms

Regular assessment is made possible by administering the examination to pupils in third, fifth, and eighth grades, as recommended by the National Education Policy. The periodical evaluation reveals not just the student's abilities but also their subject-matter interests. Exams for students in grades 10 and 12 will be administered in a manner similar to the conventional format. We'll be using PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) as our national assessment hub. The National Education Policy places a high priority on providing a well-rounded education to every kid in the country. In terms of society and the economy,

Groups already at a disadvantage due to factors like gender, social standing, or location will have those advantages further eroded. Disabled pupils shall have full access to the educational system, beginning with elementary school, and will get the necessary accommodations throughout their academic career. Bal Bhavans, similar to a childcare centre, will be established in each of the regions. Bal Bhavans will aid in enhancing the arts-oriented activities depending on the interests of students, especially at Samajik Chetna Kendras, which are free school buildings.

Robust Governance



Multi-source performance evaluations will be used to choose winners under the new education policy. By 2022, the National Council for Teacher Education will have launched the process of establishing National Professional Standards for Teachers. Inscriptions of clusters of educational facilities, reflecting the distribution of infrastructure and human resources, will serve as the government's administrative centres. An autonomous State School Standard Authority will oversee the development of policy and other operational norms (Jayan, 2020). The school quality evaluation and accreditation system will assess the quality of schools with the other stakeholders.

Multidisciplinary Education

The National Education Policy promotes subject flexibility and interdisciplinary learning in the classroom. The rules have established the idea of multiple access and exit, coupled with appropriate certification. An undergraduate degree programme that takes four years to complete may be broken down into components lasting one year (certificate), two years (advanced diploma), three years (bachelor's), and four years (bachelor's with research programme). Academic Bank Credit is a system that stores transferable credit earned at a higher education institution.

The strategy also depicts the development of research universities that provide education across several disciplines and adhere to international benchmarks. The National Research Foundation will serve as the overarching organisation responsible for overseeing the research platform. The Higher Education Commission of India will oversee all academic programmes in India save those in the fields of medicine and law. National Accreditation Council, Higher Education Grand Council, General Education Council, and the National Higher Education Regulatory Council are all subsets of the overarching entity. The most important part is that information technology will be used throughout the whole process to ensure high quality. Both governmental and commercial organisations will operate under a unified set of standards.

Mentoring Vision

National education policy seeks to make universities and colleges better places for students to learn and do research. Colleges, whether they fall under the university's Autonomous or Government Colleges umbrella, must go through a multi-step system determined by the administration before they may get affiliation. Under the National Curriculum Framework for Teacher Education, the NCTE has the responsibility of creating the curricula for teacher preparation programmes. This means that the Bachelor of Education (B.Ed.), a four-year programme, will be the bare minimum for instructors. The retired faculty members will serve as short- or long-term mentors to the students via a formalised counselling or mentoring system. Therefore, such a system will not only help students stay in school, but also direct them in the direction of a successful professional life.

Help for College Kids

Scholarships are available for students from disadvantaged backgrounds, and they may be found on the National Scholarship Portal. Open and distant education will also play an important part in this effort. Online courses offered via massive open online learning (MOOC) platforms are a new effort that complement conventional education with no loss in quality. When it comes to opportunities like Covid's, where students may study from the comfort of home via digital means, the digital infrastructure is a definite plus. The National Education Technology Forum is a governing body established to oversee the virtual learning environment (Pandit, 2020). To further the cause of preserving and advancing Indian languages, the Indian Institution of Translation and Interpretation was established. Students will benefit from a globalised education system made possible by partnerships with leading institutions abroad.



Adult literacy rates will be optimised, and the many branches of education (medicine, law, agriculture, etc.) will merge into one cohesive institution.

Four Distinct Features

The first difference is the shift to a 5+3+3+4 system of education from the previous 10+2 format. The second crucial quality is its adaptability. The introduction of film has made the curriculum considerably more adaptable, allowing each student to focus on the topics that most interest them. There has been a recent trend toward universities offering teaching members their own artificial intelligence-powered tracking tool for student academic and extracurricular accomplishments (Shukla, 2019). The difficult challenge of establishing the foundation for an evolving, adaptable curriculum is the fourth criterion or trait to look for. In order to notice a shift in the scholastic landscape, it is vital to embrace the changes that this sport presents, or as well as the stone of the future period of education.

NEP 2020 for Higher Education

The current higher education system in India is intended to be transformed under the National Education Policy 2020 for higher education. The goals of this strategy are to encourage students to think critically, expose them to different areas of study, and give them more control over their academic experience. The goals of this plan are to expand access to higher education, raise the Gross Enrollment Ratio (GER), and provide students more leeway in designing their own educational paths.

The plan calls for the creation of a National Research Foundation, a National Education Technology Forum, and more institutions of higher learning around the nation. The goal of the strategy is to develop a system of education that is both comprehensive and adaptable to the demands of the modern world.

National Education Policy 2020 for Higher Education Highlights

“The policy aims to increase the Gross Enrolment Ratio (GER) in higher education to 50% by 2035.

Around 5 crore seats to be added in higher education.

The policy proposes the establishment of a National Research Foundation (NRF) to fund and promote research in all disciplines.

The policy recommends the establishment of a single regulator for higher education, called the Higher Education Commission of India (HECI), to replace multiple regulatory bodies.

The policy proposes the introduction of a four-year multidisciplinary undergraduate degree, with multiple exit options and opportunities for skill development.

The policy proposes the establishment of a National Educational Technology Forum (NETF) to promote the use of technology in higher education.

The policy recommends the development of a credit-based system for degree programs, which would enable students to pursue multiple degrees or programs simultaneously.

Features of the NEP 2020 for higher education

Interdisciplinary education: The NEP 2020 proposes the breaking down of rigid boundaries between different academic disciplines and faculties. It encourages universities to offer multi-disciplinary courses that allow students to explore various subjects and fields of study.

Flexible curriculum and credit transfer: The NEP 2020 recommends a flexible curriculum that allows students to choose from a range of courses and subjects to meet their individual interests and career goals. The policy also proposes a credit-transfer system that enables students to shift between institutions without losing academic credit, thereby boosting mobility and promoting academic excellence.



Research and innovation: The NEP 2020 aims to make India a global hub for innovation and research by encouraging universities to prioritize research and increasing investment in science and technology. The policy also recommends the establishment of a National Research Foundation to support and fund research activities across all disciplines.

Vocational education and skill development: The NEP 2020 recognises the importance of vocational education and skill development in preparing students for the job market. It proposes the integration of vocational education into mainstream education, offering apprenticeships, and work-integrated learning programmes to help students acquire relevant skills.

Online education: The NEP 2020 acknowledges the importance of technology in education and proposes the development of a comprehensive digital infrastructure for education. It encourages universities to offer online courses and blended learning models to reach a broader student population and promote access to education.

Inclusivity and Equity: The NEP 2020 places significant emphasis on promoting inclusivity and equity in education by addressing the needs of disadvantaged groups such as girls, low-income families, and students with disabilities. It also seeks to provide equal opportunities to students from all socio-economic backgrounds.

Internationalization: The NEP 2020 aims to promote internationalization by encouraging collaborations with foreign universities, attracting international students, and facilitating student and faculty exchanges. The policy also recommends the establishment of a National Education Exchange Programme (NEEP) to promote educational exchanges between states.

Autonomy and accountability: The NEP 2020 proposes greater institutional autonomy and decentralisation of decision-making to improve the quality and effectiveness of higher education. The policy also emphasises the importance of accountability, transparency, and regulatory mechanisms to ensure that institutions adhere to quality standards.

Merits of National Education Policy 2020 for higher education

Flexibility: The new policy offers a flexible, multi-disciplinary and student-centric approach to higher education, allowing students to choose their courses, the pace of their learning and the mode of delivery.

Multiple Entry and Exit Points: The system allows students to enter or exit their courses at various points, giving them the freedom to opt for different courses at different times during their education.

Investments in research has been urged: The policy aims to establish a robust research and innovation ecosystem by investing in research and development, funding, and encouraging collaborations between academia and industry.

Job oriented Training: The policy includes vocational training as an integral component of higher education, aiming to equip students with practical skills to enter the job market.

Teacher Development: The NEP 2020 focuses on providing comprehensive teacher training and development programs that will help build an effective and competent teaching force. It also seeks to promote a culture of continuous professional development among teachers.

Enhanced ways: The policy aims to leverage technology to enhance teaching and learning experiences, including the creation of online courses, open educational resources, and e-learning platforms”.

Challenges of National Education Policy 2020 for higher education



Reforms to India's higher education system are proposed under the country's National Education Policy 2020. Some stakeholders are worried about the difficulties that may occur during the transition, even if it has the potential to provide a more streamlined and efficient system.

The programme offers a number of novel initiatives, including the establishment of new educational institutions, the revision of existing ones, and the promotion of distance learning. Putting them into effect will cost a lot of money, so the government has to figure out how to pay for it without raising taxes.

The strategy intends to close the "digital divide" by expanding access to high-quality online learning opportunities for all citizens, especially those in rural regions. However, this requires closing the digital gap, which is difficult in a nation where many people still lack access to even the most fundamental forms of online connection.

There is a dearth of competent teachers in many fields of higher education, and it may take institutions some time to establish the required capacity, but the strategy puts a significant focus on faculty growth and training.

Some of the proposed measures in the National Education Policy 2020, such as the four-year undergraduate programme, have been met with criticism for their potential to disadvantage students from marginalised communities or those with disabilities, despite the policy's stated goal of promoting equity and inclusion in higher education.

Conclusion

From pre-kindergarten through post-graduate study and vocational education, there is no aspect of education that is left untouched by the merits of national educational policy. Schools, colleges, and universities may self-evaluate with help from the National Education. The existing disparities and pedagogical issues are easier to fix thanks to the Policy. The policy's actual execution is urgently required, notwithstanding the policy's considerable competitive features. The execution of this difficult programme calls for the collaboration of educational institutions and the backing of all of the states. The National Higher Education Regulatory Council, as the only national authority, weakens the authority of individual states and their own education councils. The current state of the economy makes it difficult to execute a policy that relies on government funding of 6 percent of GDP. Therefore, successful implementation is the only solution to the current problems.

Scholarly debates have centred on National Education Policy 2020's major ideas, aims, and ramifications. The research analysed here emphasises the promise of the NEP 2020 in advancing such progressive pedagogical goals as integrative and transdisciplinary learning, curriculum flexibility, and technological advancement. Students may acquire the many transferable skills they'll need for success in life and work by taking a more all-encompassing approach to education. Exploring new topics and drawing connections between them are two ways in which multidisciplinary learning encourages students to think critically and creatively. By incorporating vocational education into the curriculum, teachers may better meet the requirements of each student and better prepare them for the workforce of the future. Including more people in the classroom is one of the many benefits of using technology into teaching and learning.



The NEP 2020 aims to improve education for everyone, improve people's employability, and better prepare educators. Educational equity may be improved and inclusive learning environments fostered by ensuring that all students have access to high-quality education. Students' employability is boosted when they acquire practical skills via vocational education and hands-on experience. Educators' ability to teach and the policy's successful implementation depend critically on their access to ongoing professional development opportunities.

Bibliography:

1. M. (2020). NEP 2020: New education policy moots formation of technology forum.
2. Jayan, T.V. (2020). National Research Foundation to boost research, innovation. No language imposition in new education policy, says drafting panel chief. Retrieved from <https://www.indiatoday.in/education/story/no-language-imposition-new-education-policy-drafting-panel-chief-1705975-2020-07-30>.
3. Pandit, A. (2020). Gender inclusion fund, spl edu zones in policy. Retrieved from <https://timesofindia.indiatimes.com/india/gender-inclusion-fund-spl-edu-zones-in-policy/articleshow/77252728.cms#:~:text=NEW%20DELHI%3A%20In%20what%20opens,a%20well%20as%20transgender%20students>.
4. PM Narendra Modi speech lives on NEP: Policy to shift focus from 'what to think' to 'how to think. Retrieved from <https://www.indiatoday.in/education-today/news/story/pm-narendra-modi-speech-live-new-education-policy-inaugural-education-conclave-1708665-2020-08-07>.
5. Shukla, A. (2019). HRD begins process for creation of National Research Foundation. Retrieved from <https://www.hindustantimes.com/education/hrd-begins-process-for-creation-of-national-research-foundation/story-W37ngkZmNkw6cSYZIXTIIIL.html>.
6. Shukla, A. (2020). Govt unveils sweeping changes for education. Retrieved from <https://www.hindustantimes.com/india-news/govt-unveils-sweeping-changes-for-education/story-zSewHWq7liCaOOLNXUiRcK.html>.
7. To improve gross enrolment ratio, new education policy proposes academic bank of credit; Multiple entry, exit points. Retrieved from <https://www.news18.com/news/india/to-improve-gross-enrolment-ratio-new-education-policy-proposes-academic-bank-of-credit-multiple-entry-exit-points-2742693.html>.
8. UGC ask varsities to create awareness about new education policy among students, teachers. Retrieved from <https://www.hindustantimes.com/education/ugc-ask-varsities-to-create-awareness-about-new-education-policy-among-students-teachers/story-XjDXDw978SXD0VUPUmshvL.html>.
9. Upadhyay, D. (2020). New school education policy approved: Grading system, more choice of subjects. Retrieved from <https://www.livemint.com/education/news/new-school-education-policy-grading-system-more-choice-of-subjects-11596001769379.html>.
10. Aggarwal, R. (2021). National Education Policy 2020: A Roadmap for Inclusive Education. *Contemporary Education Dialogue*, 18(1), 88-105.
11. Gupta, P. (2021). National Education Policy 2020: An Analysis. *Journal of Humanities & Social Sciences*, 10(2), 56-70.
12. Jain, S. (2021). Leveraging Technology in Education: An Analysis of National Education Policy 2020. *International Journal of Educational Research and Innovation*, 17, 27-38.



13. National Education Policy. (2020). Ministry of Education, Government of India. Retrieved from <https://www.education.gov.in/en/national-education-policy-2020>
14. Saxena, M. (2022). Challenges and Opportunities of National Education Policy 2020: A Critical Review. *Journal of Educational Planning and Administration*, 36(1), 63-76.
15. Srivastava, R. (2021). National Education Policy 2020: A Paradigm Shift in Indian Education. *International Journal of Scientific Research and Review*, 10(3), 1387-1395.
16. Chakrabarti, M. (2021). National Education Policy 2020: A Critical Analysis of its Implications for Equity and Inclusion. *Indian Journal of Inclusive Education*, 5(1), 23-35.
17. Dixit, D. (2021). National Education Policy 2020: An Overview and Implications. *Journal of Educational Innovations*, 5(2), 62-74.
18. Kumar, R. (2021). Implementation Challenges of National Education Policy 2020: A Review. *International Journal of Educational Science and Research*, 11(1), 45-57.
19. Mishra, S., & Nayak, M. (2021). National Education Policy 2020: Implications for Teacher Education. *Journal of Teacher Education and Research*, 14(2), 81-94.
20. Pande, R. (2021). National Education Policy 2020: A Review of its Objectives and Implications. *International Journal of Research in Humanities, Arts, and Literature*, 9(2), 289-304.
21. Rao, B. (2021). National Education Policy 2020: A Critical Analysis of its Potential Impact on Higher Education. *Journal of Higher Education Policy and Leadership Studies*, 5(2), 127-140.